

Fall 8-15-2001

ENG 1001G-023: Composition and Language

Buck

Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2001



Part of the [English Language and Literature Commons](#)

Recommended Citation

Buck, "ENG 1001G-023: Composition and Language" (2001). *Fall 2001*. 22.
http://thekeep.eiu.edu/english_syllabi_fall2001/22

This Article is brought to you for free and open access by the 2001 at The Keep. It has been accepted for inclusion in Fall 2001 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENGLISH 10031C--COMPOSITION AND LANGUAGE

Dr. Buck, Associate Professor

Office: Coleman Hall 3040

Telephone: Office: 581-5012

Mailbox: English Dept Office, Room 3155

Office Hours: MWF 9:00-9:30 and by appointment.

Textbooks: --*Wording With Ideas: Reading, Writing, and Researching Experience* by Donna Dunbar-Odom

--*The Blair Handbook*, 3rd edition, by Fulwiler and Hayakawa

--A good dictionary to reference as needed.

Course Objective

This writing workshop is designed to improve your skills in critical thinking and analytical expression based on the reading and writing of scholarly essays. Attention will be given to developing strategies that lead to effective expression, clear structure, adequate development, and documentation of sources. A primary course objective is to introduce you to analytical and research tools that you will be able to apply in other courses. Please note that this is not a creative writing course; its focus is on scholarly academic writing.

Writing Folders

You will need to purchase a manilla folder for this class. That is where you will be keeping all your materials for each unit. Please always bring your folders to class throughout the unit.

Folder writing assignments (home and in-class) are a large part of this course (Units I and III). Everything counts in this course. Demonstrating a disciplined understanding of the writing process is an essential ingredient to producing effective writing, so that element is heavily stressed. During the unit, you should keep all work indicated on the syllabus in the folder (pre-writing, outlines, reader feedback, all drafts, etc.). On each draft, your job throughout the unit is to show me how your work has evolved; you should highlight changes or mark notes in the margins to me or write me notes on a separate sheet of paper explaining your thinking in terms of changes you are making in your paper that you are focusing on. These notes are not only useful to me for your evaluation; they are an important part of your self-analysis and help you to formulate a discourse for talking about your work. At the end of each unit, you will turn everything in to me (your folder and final revised paper). See attached sheet for dates.

Please do NOT include handouts I give you or notes you take from lectures in class; you should keep all that for yourself in another notebook. Folder assignments may be handwritten, but must be legible and written in complete sentences. Folder materials should be nicely presented, organized and clearly marked. If I cannot read them or if they look like they have just been thrown together with no careful thought attached, I have no choice but to give a no-credit grade.

Units I and III will be evaluated as follows: Final Revised Paper 70%; Process Folder Writing 30%.

Active Attendance

You are expected to attend every class as scheduled because teaching/learning requires dialogue and without you we can have no dialogue. Our class work on the analysis of scholarly essays is a crucial part of this course; you will be required, too, to do individual and group work in class. Come to class ready to articulate your knowledge and formulate your questions for the class.

An absence policy is important 1) so that I can be equitable to all members of the class and 2) so that you will be successful in this class. Please note that more than five unexcused absences in this course is grounds for failing this course.

Definition of an excused absence:

1. University obligation, in which case you will need to present me in advance with a letter explaining the purpose and date of your upcoming absence.
 2. Emergency or medical illness, in which case you will need to call my voice mail at 581-5012 BEFORE class begins on the day of your absence. Notifying me after class begins will not be considered excused.
- If you must miss class, I will expect you to find out from someone in the class what you've missed so that you'll be prepared for the next class meeting. Any worksheets or handouts will only be distributed once; it is your responsibility to photocopy assignments from another student if you are absent.

Tardiness

--Please be on time for class; habitual tardiness is disruptive and disrespectful of other class members. I will be taking roll each morning as soon as class begins. If you come in late, it is your responsibility to notify me after class so that I take your name off the absence sheet. If you fail to notify me immediately after class, you will be recorded as absent.

Late Assignments

All written assignments must be submitted when due; no late assignments will be accepted. Papers are due when class begins on the designated dates. Make-up work will be permitted for excused absences only.

Typing and Presentation

All formal papers must be typed (double-spaced) in MLA format.

Where to Go For Help with this Course

1. Come to see me in my office in 3040 Coleman Hall during my office hours and by appointment.
2. Go to the Writing Center, CH 3110, where graduate students can help you with planning, drafting, revising your papers. Their phone number is 581-5929.

Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism

The English Department requires that instructors quote to all students the university's policy on plagiarism:

Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

Course Requirements and Grading

The final course grade will be based on an average of the following grades:

Unit I (final revised paper and folder)	30%
Unit II (exam)	20%
Unit III (final revised paper and folder)	50%

You will be required to present your analytical work and research to the class throughout the semester, sometimes individually, sometimes working in groups.

In order to pass the class, you must do all the work. Failure to complete any component of the course will result in failure of the course.

As per the requirements set by the English Department, the Composition Course at EIU is designed with the expectation that students will spend about two hours outside of class working on course assignments for each hour in class. In class, the expectation is that students will, at every class, be active participants in the discourse of the class. It is important to take careful notes during discussions and lectures; you are responsible for demonstrating an understanding of everything that gets written on the board and for the salient points brought up by your peers in class.

Grading scale in this class is always 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; below 60% = F.

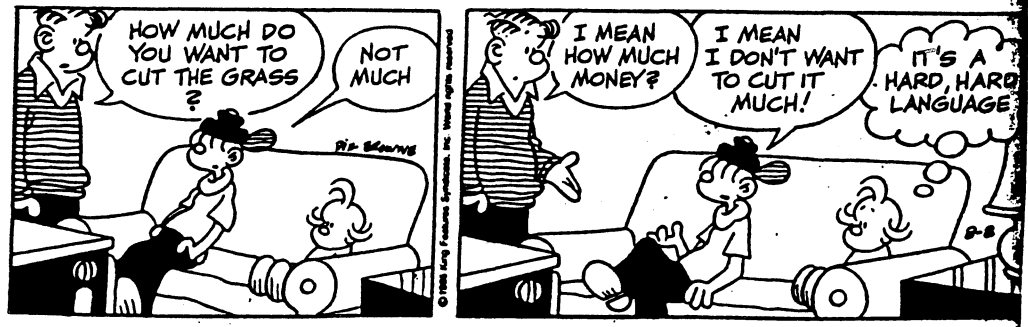
If you thought of doing all the myriad tasks of daily life at one time--making your bed, flossing your teeth, paying your bills, preparing your food, getting the oil changed in your car--you would very likely crawl under the covers and stay there forever, paralyzed by all the work to be done. But you do not. You break down the responsibilities of your life into manageable chunks, allocating each task to minutes, hours, days, or weeks. Look too far ahead, think too often about how much there is to do, and you will freeze.

The scholarly paper may seem an imposing task. But it is not. When you break down the task into small parts handled daily, you find that the process goes smoothly and that the product--a fine piece of well-documented writing--is a source of pride. "I wrote that?" you find yourself saying, as you flip through the final manuscript and discover, to your surprise and delight, that the content is clear, authoritative, original, and professional-looking.

--Suzanne Britt, *A Writer's Rhetoric*

"Don't you remember my telling you that one ought to make one's life a work of art?"
Osmond in *The Portrait of a Lady* (Henry James)

HI & LOIS



COURSE SCHEDULE

UNIT I: ANALYTICAL AND PERSUASIVE WRITING

PLEASE NOTE THAT (W) is *Working with Ideas* and (B) is *The Blair Handbook*
LISTED IS THE DAY READING AND HOMEWORK ARE DUE, NOT THE DAY YOU SHOULD DO THEM

- Aug 20 **Introduction to the course**
(In-class) diagnostic writing #1 (to be collected)
- Aug 22 **Focus on Active Reading**
Read (B) pp. 10-25
Read (W) pp. 3-10
Homework: (Out-of-class) diagnostic writing #2 (to be collected)
After you have read the assignment, in two pages, summarize in your own words (do not plagiarize) the most salient points from the readings in response to the following questions and add ideas of your own.
1. Why read? What is the importance of reading? What does reading do for us? 2. What does it mean to read actively? to read critically?

BEGIN WORK FOR YOUR WRITING FOLDER

- Aug 24 **Focus on Thesis**
Homework: **Pre-writing** questions for Paper I
Generate on paper critical ideas in response to the following questions. Writing here should be in full sentences. Try to write AS MUCH AS YOU CAN in response to these questions. The more you get down on paper, the better off you will be when you begin drafting Paper I.
All Questions (W) p. 106 and #2,3, 4 on (W) p. 107
- Aug 27 **Read** actively and critically John Henry Newman's "The Idea of a University," (W) pp. 107-114
- Aug 29 Homework: **Pre-writing** for Paper I
Before you read the essay, write again as much as you can on Questions #1, 2, and 3 in (W) p. 115
Then **read** Caroline Bird's "The College Mystique," (W) pp. 115-130
- Aug 31 **Planning the Task and Openings: Paper I Assignment**
Homework: Read very carefully the handout that describes the writing task for Paper I.
1. Gather your notes. Come to class with your notes on
 --Your idea of a university
 --Newman's ideas
 --Bird's ideas
Consider which ideas are most salient, and compare points of view. Which ideas are similar among you? Which ideas are different? To what degree? Where do ideas come together, overlap, but then diverge?
2. Come to class with a preliminary organizational plan, outline for your paper.

- Sept 3 **Holiday**
- Sept 5 **Conclusions and Presentation/Format of papers**
Bring in Draft #1 of your paper worked all the way through to the end and completed. Please mark your draft at the top as DRAFT #1.
- Sept 7 **Focus on Paragraph Structure and Development**
Read (B) pp. 314-322 on revising
Read (B) pp. 364-375 on shaping paragraphs
- Sept 10 **Paragraph Cohesion Workshop**
- Sept 12 **Paper I due typed** in MLA format. Please mark your paper at the top as PAPER I.
Reader feedback.
- Sept 14 **Final Revised Paper I and Folder** due to be turned in to me. Please mark your paper at the top as FINAL REVISED PAPER I.
-

- Sept 17 Introduction to the **Research Assignment Paper II**
Collecting and Conducting Primary Research
You should set up interview appointments and collect your data during Unit II.
Read (W) pp. 90 on Conducting Field Research and (B) pp. 212-215
-

UNIT II: REVISING FOR SENTENCE EFFECTIVENESS

- Sept 19 &
Sept 21 **Noun Phrase and Pronoun Coherence**
 (B) pp. 856-862
 (B) pp. 588-617
- Sept 24 **Eliminating Biased Language**
 (B) pp. 491-501
- Sept 26 &
Sept 28 **Verbs, Adverbs, and Sentence Patterns**
 (B) pp. 862-866
 (B) pp. 532-545, 552
- Oct 1-3 **Sentence Variation**
- Oct 5 **Holiday**
- Oct 8-10 **Subordination**
 (B) pp. 391-407
- Oct 12 **Proofreading: Punctuation**
 (B) pp. 504-523
- Oct 15 **Proofreading: Punctuation and Grammar**
- Oct 17 **TEST ON UNIT II**